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ABSTRACT

A study investigating the design of elementary school programs for limited-English-speaking children is reported and the resulting recommendations for a program designed for Hispanic migrant children in a Washington school are presented. The three major issues addressed include: the appropriate amount of instruction in native language arts; how to provide an environment conducive to learning English; and applying ideas concerning the ideal learning environment to a particular school setting. Background information was gathered through observation at schools in the surrounding area and in a major metropolitan area with a wide variety of student language backgrounds, to determine the kinds of programs already implemented. Findings at each of these schools are detailed here. Research on effective program design is also reviewed. Recommendations made for the school in question include: implementation of native language instruction in reading for the Hispanic students; preview-review support in content areas; provision of mathematics instruction in the native language at least two times a week; increased family involvement, including a program sending books home regularly, including parents in holiday activity planning, and home visits; and training in English-as-a-Second-Language (ESL) teaching methods so sheltered English can be used in the classroom. Contains 16 references. (MSE)

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Developing a Program for Elementary ESL Students

by

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Report submitted to Dr. Shelley D. Wong in partial fulfillment of the requirements for the Master's of Education degree.

I recommend that this paper be accepted as a Seminar Paper required for the Master's of Education degree.

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Developing a Program for Elementary ESL Students

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Abstract

This study investigates research on elementary level educational programs for students who are non-English speakers, or limited English speakers. This study looks at the role of the native language in an ESL program, evaluates the validity of native language instruction in language arts, and shows how insights gained through research and from classroom observations, can be applied to an elementary school with a large population of Hispanic Migrant children.

This paper takes the educational theories, and modifies them to fit the specific situation at Davis School in College Place, Washington. The suggestions come from previous research as well as observations of several classrooms in the Washington DC area as well as Walla Walla, Washington.

Introduction

Washington State has been receiving larger influxes of Hispanic Migrant workers, and yet funds for educating Migrant children in the public schools have been continually decreasing. The supplemental government funding for special pull-out programs is not sufficient to meet the increased population. State Bilingual Programs have experienced large budget cutbacks, while the number of eligible students has increased. The funding for Federal Migrant Programs has aided development of new Migrant Programs, leaving less money for current programs which have experienced increased numbers of students. Schools have been faced with greater demands to educate non-English speaking students, at the same time that school programs have been receiving less financial support.

As a result of the cutbacks, schools with high populations of non-English speaking students find that the students' needs are not being met. With shortened pullout ESL instruction, they are spending more time in a regular classroom without the support necessary to learn. Though they are surrounded by English, most of it is not comprehensible to them. And while they are trying to learn English, they are falling farther behind their classmates in their academic subjects. Many teachers are not adequately prepared to teach these students in the regular classroom. The children that have reading skills in their native language have only limited books for continued practice while learning English. Those that do not have reading skills in their native language have great difficulty learning to read, and remain several years behind their classmates, even though they may have been coming to the same English speaking school since kindergarten.

This paper focuses on Davis School in College Place, Washington, which has been forced to look for new ways to educate Hispanic students due to cutbacks in government funding. The resources for their pull-out models of instruction have been depleted until the program was only able to serve students 3 times per week at half an hour each time. This was simply not enough help for these students, and many were behind academically for several years. The administrators and teachers have been examining ways to improve the education for the non-English speaking students. This paper seeks to address specific concerns, questions, and problems that were faced by College Place School District in attempting to revise their programs, and attempts to guide the current and future goals of the school bilingual/ESL instruction. It looks at research on elementary ESL programs, and compares strengths and weaknesses of current programs in several schools in order to discover how to develop a program to best meet the needs of the non-English speaking students. Then the paper shows how to apply the research to the specific school situation in College Place, Washington.

Rationale for the Study

Teachers, administrators, and other school staff must be aware of the special needs of the students, and work together to implement a program to meet those needs. Teachers who work with non-English speaking students require knowledge of the types of programs that are successful in educating these students. Rather than merely follow the trend of a given region, this study seeks to look at several different schools in two distinct parts of the US to get a broader view of possible solutions to the challenge of educating non-English speakers. This broader awareness of effective programs and practical

methods of instruction will assist the school staff in developing competitive educational programs, and thus equalize educational opportunities.

Statement of the Problem

Decreases in funding for Migrant Programs as well as cutbacks in state Bilingual Programs have resulted in inadequate educational pullout programs for non-English speaking students, which are predominantly Hispanic Migrant workers' children. Schools have been forced to modify their programs to meet the challenge of increasing numbers of non-English speaking students with less outside assistance. In order to best serve these students, teachers and administrators must be aware of the current research, and the effectiveness of some of these programs. Then they must be able to evaluate what will work best in their specific school situation. This paper explores the various methods of instructing bilingual students, and presents the most effective approaches, and in what situations they have been applied.

Significance of the Problem

In order for students to all have equal educational opportunity, they must be given instruction that is understandable to them. This suggests that non-native speakers receive instruction in their native language. Schools must meet both the academic needs of these students, and provide opportunities for them to learn English. Education professionals need to decide whether students should receive instruction in their native language, and if so what subjects, and what portion of the day would be in the native language. They must decide whether to group all non-English speakers together, thus segregating students of a specific language group, but meeting their academic needs, or to immerse them in regular

classrooms thus avoiding segregation, but not providing comprehensible instruction. With the dual challenge of presenting instruction, and teaching English, teachers may not be prepared to develop the most effective program. Knowing the most effective approaches, and evaluating other schools in similar situations enables teachers and administrators to create a program to provide equality of education to non-English speaking students.

Research Questions

This paper attempts to answer three major research questions. The first component of the study is to evaluate the amount of native language instruction for non-English speakers. The study looks at separate academic subjects at the elementary level to determine how much native language is beneficial for the different subject areas. Is using the native language the best method? Should attempts be made to use English where possible during instruction? Does the language of instruction vary for the different subjects (i.e. are there some subjects that would be best taught in the native language, and others best taught in English)? Will the amount of native language usage decrease as students learn more English? How much of a focus will be placed on learning English quickly? How soon would students be expected to be able to function in English enough to exit the program? Another aspect of the study is to find out how to provide an environment conducive to learning English. Non-English speaking students have limited exposure to English outside of school. How can their English opportunities in school be maximized? What is the best type of environment for learning English? The third aspect of the study is applying the theories of ideal learning environments to the limitations of the particular school setting. This study focuses on a school in College Place, Washington,

and asks how to develop a program in this school that will better serve the high population of Hispanic children. Should they be separated to receive academic instruction in their native language? Should they be included with the other students to gain more exposure to English? How can this school better provide for their need with less government funding for special programs? What can the classroom teachers do to improve the education of the Migrant children? These questions will be looked at in an attempt to set some goals for College Place School District that will improve education for the Migrant children. The major, guiding research questions for the study are:

1. To what extent, if at all, should the native language be used in academic instruction of non-English speaking students?
2. How can non-English speaking students gain comprehensible exposure to English at school?
3. How can schools create programs to meet the needs of non-English speaking students?

Definition of Key Terms

There are several terms used in this paper that may have broader, or other meanings in other contexts. For the purpose of this study, the key terms discussed in this paper are defined as follows:

Pull-out programs -- special programs that remove a student from the regular classroom for a portion of the day for special instruction.

ESL -- English as a Second Language; English instruction of words, phrases, basic communication skills, and cognitive academic language to non-native speakers. This

term does not include instruction of culture, and where culture is included, it will be discussed specifically.

Non-English speaker -- a person whose first language is a language other than English, and who either does not speak English, or has only limited English speaking abilities.

Bilingual classroom -- a classroom made up of students of the same language group whose first language is other than English. The classroom may be entirely non-English speakers, or it may be a classroom with equal parts of English speakers, and non-English speakers. The students learn English and other basic academic subjects. Both the native language, and English are used, but the type of usage may vary. Some instruction may take place in English, some in the native language, or there may be a combination of these two languages.

Inclusion -- including non-English speaking students with students in a regular classroom with the intent of creating equality their education.

Procedures Followed for Conducting the Study

Information for this study was gathered through research of past articles, papers, and books on the subject of bilingual education, or ESL classes at the elementary level. The research was conducted at the University of Maryland's Graduate Library (McKeldon). Observations were made of classrooms in several elementary schools in the state of Maryland, and in Walla Walla, Washington. Several opinions of ESL or bilingual teachers currently involved in various programs were also gathered and evaluated.

Limitations of the Study

This paper looks at bilingual and ESL programs at the elementary and middle school levels, and does not look at the upper grades, nor adult education. Though the study uses several language groups as examples of effective bilingual teaching methods, the main focus of the study is on Spanish/English language groups. The paper is limited to education of non-English speakers, and does not deal with native English speakers that may be in a bilingual classroom to learn a non-dominant language.

Basic Assumptions Underlying the Study

This study assumes accuracy of published articles and books. It also assumes that the teachers who gave opinions were honest and accurate in their answers to questions about the bilingual or ESL program in which they were involved. The study further assumes that a given program can be replicated in similar instructional circumstances.

Review of the Literature

Several theorists have studied children's language development, and the academic progress of children who are learning a second language. Cummins (1984) distinguished between learning to speak a second language, which he called "basic interpersonal communicative skills (BICS), and developing the academic aspects of language in order to succeed in school, which he called "cognitive/academic language proficiency (CALP). While BICS can develop within two years of arrival, he said that immigrants generally require at least 5 to 7 years to develop the academic skills.

McLaughlin (1992) stated that spending more time exposed to the second language does not result in learning the language faster. He found that children in

bilingual classes acquire English skills equivalent to students in English-only programs, and added that using the home language in a bilingual classroom helped the child keep up in school work.

Krashen (1982) said that for learning to take place, the input a person receives must be comprehensible. According to Krashen, the second language teacher's main job may be to make the input comprehensible to the student. A beginner in learning a language will get more "comprehensible input" from the simplified speech of the teacher that occurs in a language classroom than from the "outside world". He suggests providing extra-linguistic support for the students through pictures and other visual materials, as well as using gestures and activating the students' prior knowledge.

Krashen (1981) supported properly organized bilingual programs since the background information provided in the native language resulted in the input becoming more comprehensible in the second language. He said that successful bilingual programs should not only provide comprehensible input in English, but also utilize the primary language in reading and writing, and in the teaching of the subject matter.

Freeman and Freeman (1992) also support bilingual education. Public acceptance or rejection of bilingual education, according to Freeman and Freeman, is more a result of politics than knowledge about the effectiveness of teaching that way. They stated that research and individual student progress show that students learn concepts best in their native language, and said, "...development of the first language leads to faster acquisition of English as well."

Hakuta (1986) counters arguments against bilingual education. He says that while studies do show lack of effectiveness in bilingual programs, these studies look at the English and math scores only, and do not look at how long the students stay in school, or other important social factors. Also these studies group all the different types of bilingual programs, and do not differentiate between methods to see which are more effective, nor do the studies consider that most students in bilingual programs are from lower socio-economic backgrounds. He points out that children are not instantaneous language learners, and will not pick up English in a shorter period of time if immersed in English-speaking classes. Hakuta supported bilingual education, saying that "there is considerable transfer of skills across languages, so that subject matter taught in one language does not have to be retaught in the other".

According to Krashen (1982), the input that language learners receive does not need to be sequenced grammatically. His "Input Hypothesis" says that when there is a great quantity of comprehensible input, it will automatically be at $i + 1$ (input plus one--just above the students' current abilities), which was the optimal level for the students. He does not recommend focusing on making input be $i + 1$ since each student will be at different levels, but rather suggests that comprehensible input provides a continuous review of the grammatical structures, naturally.

The most successful classes for language learning, according to Wong-Fillmore (1985), were the ones that implemented the greatest amount of teacher-directed activities. She found that the open classrooms, in which students had more opportunities to interact with one another, were effective only for students who were motivated to interact with

other students, and who also had more out-going personalities, other students did not do as well in this type of class. Another finding of her study was that large amounts of individual assignments did not work well with language learners, and she explained that language learners needed to interact with speakers in a variety of situations.

Wong-Fillmore (1985) found that the structure of the lessons assisted the language learners. Lessons that had clear boundaries, marked by change in location or tone of voice, and that were predictable, aided the language learners in their comprehension since they knew what type of language to expect. While the teachers used several methods of allocating turns, each lesson had its own predictable format in which the students were to participate in taking a turn. The lessons used a lot of repetition, and the teachers tailored the questions to fit the level of proficiency of the students.

Another aspect of a successful class for language learners was a clear separation of languages (Wong-Fillmore, 1985). Translations were used in unsuccessful classes, but never in classes that were successful. The learners tended to ignore the non-dominant language, since students didn't need to try to figure out what was said. The teachers in the successful classes presented lessons directly in the target language, and kept the languages separate by using them at different times, or by different teachers using each language.

Moll and Greenberg (1990) recommend gaining school support from the families of minority children and the surrounding community members. The resource of the talents and skills of family, friends and neighbors, which they termed "funds of knowledge" can be utilized within the school setting as well. They reported increased

student success when the students utilized these sources to assist them in their learning. Freeman and Freeman (1994) propose reaching out to parents of minority students through home visits in order to help them develop a more positive attitude toward school.

Several studies have been done on the different parts of the day in an elementary level classroom with minority students. At the early elementary level, one of the major concerns is that students learn to read and write. Language arts instruction includes reading, writing, and spelling, and any other language oriented aspect of the curriculum. Research on this area is presented first.

Language Arts Instruction

Edelsky, Draper, and Smith (1991) recommend using the whole language approach to teaching language arts to children, where meaning-making is central, and words and letters are seen first as part of the whole. Freeman and Freeman (1992) also suggest the whole language approach because language develops through authentic contexts for real communication, and whole language provides more authentic contexts.

Paul (1992) looked at comprehensive half-day prekindergarten programs that serve language minorities in New York public schools. In the study, he investigated the effectiveness of the use of native languages for some portions of instruction. All the supervisory staff in the study stated that effective transition to English was a major goal. The native language use by the teachers was seen in instructional and experiential contexts. Achievement results showed that inclusion of the children's native language was beneficial. The research for the reading portion of language arts is presented next.

Teaching Reading

Cummins (1984), after looking at research regarding how children learn a second language, reported that the initial reading and writing instruction should be embedded in a meaningful communicative context in order to be effective. He posited that development of the first language conceptual skills would be more beneficial than a "half -hearted bilingual approach" or a English "immersion" approach. An additive form of bilingualism, according to Cummins, would not be harmful to students with learning disabilities, but rather these students were the ones in greatest need of native language support.

Freeman and Freeman (1992) supported native language support for second language learners, and explained a method that many bilingual teachers use called *preview, view*, and *review*. The teachers preview the lesson with the students in their first language, then the actual lesson, the "view" part, is done in English, and finally the teacher reinforces the lesson and supports it with a review in the native language. The native language assists students in understanding the content in English. This way the students get comprehensible exposure to English, and are able to keep up in the content areas.

Ulanoff (1993) compared the preview-review method of teaching reading with the concurrent translation method. In contrast to the preview-review method, which combines introductory and follow-up activities in the first language, with the actual teaching in the second language, the concurrent translation method uses both languages interchangeably throughout the lesson. He found that when concurrent translation was used, the students would screen out the non-dominant language. Another problem with the concurrent translation method was that teachers would use English more than the

native language thus giving the impression that English was the more important language. Students with some control over the second language had native language cues to help them acquire the second language, but students with little understanding of the second language did not receive that benefit and would wait for instruction in the native language.

The preview-review method (Freeman & Freeman, 1992, Ulanoff, 1993) would eliminate some of those problems by giving all students the learning cues during the introduction in the native language. Building the background knowledge serves to activate already established schemata and prepares the learner for second language acquisition. In his study of three third grade classes, Ulanoff (1993) discovered that students who had been taught using the preview-review method had greater gains in vocabulary acquisition than students who had been taught using the concurrent translation method, or who had been taught using only English. In the preview-review method both languages are used, but kept separate in terms of instruction as recommended by Wong-Fillmore (1985).

A study was done on a storytime portion of kindergarten to determine whether the kindergartner students would benefit by the use of the native language, or whether that would be confusing to the students. The next section looks at that study.

Storytime

Battle (1993) studied the storytime part of the day in Mexican-American bilingual kindergartens. The teacher read stories aloud to the children in the students' second language which was English. Conversations about the story took place before the actual reading of the story, during the reading and even after the reading was finished. The

teacher told the story first in Spanish, using the book illustrations as additional support which followed Freeman and Freeman's suggestion of a *preview*. Doing so ensured comprehension and eliminated the need to stop and translate during the reading

Battle (1993) found that the children used both Spanish and English in their conversations about the stories, and noticed differences between the two languages. While the conversations focused on familiarity with the literature, illustrations in the book, literary elements, personal experience connections, and book features, there was also talk about language itself. The children knew that language is a rule governed system, and they noticed that two languages were used during storytime. They recognized when they didn't understand the language or when certain forms didn't sound right to their ear. Using the two languages in this way did not confuse them, and was supportive of their learning, not detrimental.

Centers

Many classrooms that use whole language provide centers for the students which include activities like listening to stories, exploring word patterns as a follow-up to a literature activity, and art activities related to a theme or piece of literature. Stobbe (1994) advocates the use of centers with language learners and suggests pairing children of varying language proficiencies, so that they will be encouraged to learn to communicate with each other. In the case of a bilingual classroom made up of students from both two or more language backgrounds, this may mean grouping students of different languages together during center time, and providing activities in the other language(s) as well as English. Children would work in their home language first, then try the activity in their

second language. In this way the centers can both support the native language development, and encourage authentic communication in English.

Math, Science, and Social Studies

Math, Science, and Social Studies are also an important part of the curriculum for elementary students. Krashen's (1982) emphasis on the importance of comprehensible input applies to these subject areas as well. Freeman and Freeman (1992) said that students who are taught in their native language keep from falling behind academically while they learn English. They were against programs that focus exclusively on teaching English at the expense of academic achievement. They stated, "If students' school time is spent learning English, they fall behind in math, social studies, science, and other subjects." Freeman (1994) points to the Oyster school bilingual community as a setting where language minority students can preserve their native language and culture, and achieve academically. In this school Spanish is defined as equal to English, and there is evidence of equal distribution of Spanish and English within the curriculum and in classroom interactions. The school policy is to include histories, arts, literature, and scientific contributions of the various populations represented in the school, illustrating to students the value and legitimacy of these groups. These theorists recommend native language support in the content areas as well as reading.

Where native language support is not feasible, or for intermediate students, a Sheltered English approach is beneficial. Scarcella (1990) describes Sheltered English classes as a type of *immersion*, in which students are taught English through content-area courses, with an emphasis on making the English instruction comprehensible to the

students. The same content is covered as in the regular content courses, but the language is adapted. Scarcella disapproves of *submersion* programs in which students are not provided with help in understanding the content or learning English, and adds that submersion programs have experienced failure. Whether students receive native language support, or whether they are placed in a Sheltered English class, the students require assistance in the content areas in order to succeed.

After looking at research in elementary level language programs, I proceeded to study several schools in different parts of the country in order to compare and evaluate the strengths and weaknesses of the program structures, and to evaluate how it fit with the research.

Methodology

In looking for models to incorporate into the program at Davis, I decided to visit several schools in the Walla Walla Valley where Davis School is located, and also in the Washington DC area, and see what types of Bilingual and ESL programs the schools in these distinct parts of the country had implemented, and observe how well the programs seemed to be working

Description of Schools in the Study

Davis School is located in the small town of College Place, Washington, which is in a farming community in the Walla Walla Valley. About a third of the students are Hispanic, most of which speak little English. Out of a school of nearly 600 students, about 130 students were in need of bilingual support, and/or ESL instruction. Many of the Hispanic students are children of Migrant farm workers who come to the Walla Walla

valley. Most of them live at a Migrant Labor Camp, and more and more are beginning to stay year round, and settle in the area. The school has traditionally provided a pull-out model for ESL instruction for the qualified students, but as funds were cut back, and students academic needs weren't being met, the school district decided to look at revising the program.

Motivated by the program restructuring, I visited two schools in the nearby city of Walla Walla. Blue Ridge Elementary School has the largest Hispanic population of the schools in the area--over one third are Hispanic, most of whom need some additional ESL or bilingual help. The school was large enough that it had several classrooms at each grade level. The school district had implemented a Spanish classroom at each grade level where Hispanic students were grouped separately from the others and were taught all their subjects in Spanish, with only some English usage. The students also received ESL instruction from an ESL teacher for about half an hour per day, and were given Ch. 1 help as they qualified, by a Spanish speaking Ch. 1 aide or teacher.

In the Washington DC area, I visited elementary and middle schools in Virginia, Maryland, and the District of Columbia. In Montgomery County, Maryland, I visited Adelphi Elementary School which is located North of Washington DC, in a fairly nice, suburban neighborhood--it was neither a poor inner city neighborhood, nor an elite neighborhood, but more middle class. This school had students from a variety of ethnic backgrounds, with about two-thirds Caucasian, and the remaining third included African-American, Asian-American, and Hispanic. This school had Pull-out model ESL classes and implemented a type of "inclusion". Another school I went to in Montgomery County

was Oakview Elementary School which was also in a fairly nice neighborhood. Grades 4-6 are at Oakview, and the student population is very mixed ethnically, with about half of the students from minority groups, largely African-American, and Hispanic. This school also had the Pull-out model ESL classes, in which students would come to the class for half an hour to an hour daily, depending on their level (lower students had more time). The students spent most of their day with the other students in regular classes to support Montgomery County School District's Inclusion Policy.

In Prince George's County, Maryland, I visited a Greenbelt Center Elementary. This school was located in a quiet, middle class neighborhood in the Washington DC suburbs. This school had an ESL pullout program, and students would spend up to an hour daily in the pullout classes, and the rest of the time they were in their regular classes. This school also had an Inclusion Policy, and in order to support this policy, they had established one pull-out group that had both ESL students, and other non-ESL students mixed together.

In Virginia I went to two different schools. Cooper Middle School is located in Virginia, and uses a Sheltered English approach with their ESL students, teaching English through content areas. The school has grades 7 & 8, and the ESL students were from several different countries including Syria, Korea, and Iran. The second school I visited in Virginia was Bailey's Elementary School in nice, quiet, middle-class neighborhood in Fairfax Virginia. The school was quite large with three or four classrooms at each grade level from kindergarten to sixth grades. The pull-out model of ESL instruction dominated

the ESL/ Bilingual program at this school. Though this school also supported "inclusion" in theory, the policy did not seem to affect the actual ESL/Bilingual program.

I visited Oyster Bilingual School in Washington DC, which is located near a busy section of the city. The large, old, brick building was situation in a middle class area, but the houses were closer together, and older than those near other schools I visited. On one side of the school were several portable classrooms, near the small asphalt-covered playground. This school has been operating since 1971, and has 58% Hispanic students. The whole program is completely bilingual. They do have some ESL and SSL (Spanish as a Second Language) pull-out classes for new students, but students who come since kindergarten have everything in both languages. Reading is taught every day in both languages, and the other subjects alternate languages. Both languages and cultures are valued and presented equally.

How the Study was Conducted

Two schools were selected in Washington state that were in the same area as Davis School, the focus of this study. Both of these Washington state schools had developed Spanish classrooms as part of the schools' Bilingual programs in order to provide native language instruction to the large Hispanic population. The program developers at Davis School were considering implementing a similar program, and these schools served as models to evaluate and adapt for implementation. This study also looks at elementary schools in the Washington DC region to provide additional program options to evaluate. Schools were chosen that had fairly large population of non-English speaking

students, and that were in fairly average middle-class neighborhoods, randomly scattered throughout the Washington DC region.

Arrangements were made to visit the schools by contacting an ESL or Bilingual teacher or program director, and arranging a time to visit the school. After talking with a program director at each school I was allowed to spend from one to several hours at the school depending on the number of classrooms I was scheduled to visit, which could range from one to five classes. Observations were written down during the visit, and recorded in a journal at the end of each visit. Through the visits I was able to obtain a sample of the program structures in actions, and talk with teachers and students in the ESL/Bilingual programs to gain insights into the success of the programs.

Findings

The trend in the Washington State schools was developing entirely Hispanic classrooms where the students would be taught in their native language, Spanish. Most of the Washington DC area schools had an Inclusion Policy, and students were given additional support through pull-out ESL classes. One school in Washington DC was a completely bilingual school where both languages and cultures were valued and presented in instruction.

Washington State Schools

In the Washington state schools that I visited, the Hispanic students were grouped together by grade level, and were instructed in Spanish which was their native language. Blue Ridge Elementary School had the largest program in the area. At this school, there was a full-day kindergarten for the Spanish speaking students, and a Spanish classroom at

each of the following grade levels. In all of the classes, the students were actively involved in learning. They had learned to read in Spanish, and their reading was up to the expected level for their grade. The kindergarten teacher remarked that she was amazed at how much the students had learned. All of the teachers were native speakers of English, and they all had aides that were native Spanish speakers. All of the reading materials were in Spanish, and all of the work was done in Spanish.

To provide the students with exposure to English, their music, and PE classes were taught by an English speaking teacher. At the beginning of the year a Spanish speaking aide would go with the students to translate, but later in the year that wasn't necessary. Though the children knew only a little English, the teachers learned how to use gestures, and the students learned some commands and phrases for basic communication.

The teachers were highly motivated, and spent many hours preparing a presentation for the parents, to encourage parent support for the program. The students prepared several songs to sing for the presentation, some in Spanish, some in English, and a few songs that were translated into both languages. Students practiced introducing songs, both in Spanish and English for the parents.

The language and culture of the students was highly valued, and was used much more frequently than English. The teachers explained that they believed that the students would eventually pick up English without it being taught to them. The students were actively involved in the activities, and everything was understandable to them.

At Green Park Elementary School the students were also separated into a classroom just for the Hispanic students that were still low in English. Though this

classroom was similar to the ones at Blue Ridge Elementary School, the students did not seem as motivated. Everything was still predominantly in Spanish, although the teacher was very limited in Spanish. During a reading lesson, the teacher stopped reading to discuss the meaning of a word with the Spanish speaking aide, while the students seemed to get restless. The teacher said she enjoyed working with the students but said that they came to her class so far behind already, that it would be hard for them to catch up. She didn't seem to have high expectations for them. These students were grouped with English speaking students for math, and also went with English speaking classes to PE and music so that not only did they have English speaking teachers, but also English speaking peers as well.

The positive aspects of the Spanish classrooms was that the students were able to be top achievers, since they could understand everything. They didn't have to try to guess what was going on, and they did not have wasted time in their day. Academically the students were thriving, and successful. I asked one girl who had previously been at Davis School, which program she liked better, and she responded that she liked it better there at Blue Ridge in the Spanish program. I think she was able to be more successful there than she had been in the pull-out system at Davis.

The negative aspects of the Spanish classrooms was that the students didn't seem to be learning as much English as they could normally learn. They didn't have many opportunities to speak with English speaking peers. Students that were in third grade, and had previously been in English speaking classrooms, were still using Spanish nearly all

the time. It seemed that it would take a long time for those students to transition to a regular classroom, and be able to function in English.

Washington DC area Suburban Schools

Many of the Washington DC area suburban schools have large populations of minorities that are non-English speakers. Unlike the Walla Walla area, they are not of one main ethnic group, but rather come from several different ethnic groups. With the large variety in language groups, these students could not all be placed in a classroom to be taught in their native languages. So these schools have implemented the pull-out model for ESL classes in most cases. Students are grouped by grade level, and ability, and are taught in English, though the English is modified to fit their level of understanding. Early beginners are taught basic English words using pictures, and other ESL methods. Students come to the pull-out classes every day for somewhere between half an hour and an hour per day.

Though they do all their work in English, the teachers and aides often speak another language, frequently Spanish, but are not able to use the language with the whole group since not everyone would understand. The teachers frequently use their second language to communicate with the students before or after class. At Oakview Elementary School, as the students were leaving, I heard the teacher speak to some of them in Spanish. Later I asked her about it. She said that she speaks both French and Spanish, but since she does not speak all of the languages of the students in her group, she hesitates to assist students with native language explanations while in the group, because the others wouldn't understand what she was saying, and the others wouldn't have the same

advantage. But she did allow students to ask a question in their native language if necessary, and would answer in English. Outside of class, she would use the native language with them more frequently.

Though the languages are not used in instruction, the languages represented are valued in these classes, and there is usually a bulletin board or some display that acknowledges the languages and countries of origin of the students. In the ESL classes at Bailey's Elementary in Virginia, I noticed a bulletin board that showed a map of the world, and had lines from each country to pictures of students who came from that country. The students had written the name of the country in the native language, and also had written how the people say "hello" in that language. Above the whole thing the word "hello" was written in many languages. There were several students from Vietnam, and several from South America who spoke Spanish, and even a couple from Pakistan, and two from Africa.

Also at Bailey's Elementary School I saw an example of how their languages are valued. About 10 second and third grade students were seated at tables working on making cards for Secretaries Day. They were using both their native languages and English with each other. Since they were not all from the same native language group, they used English to communicate. I noticed one short conversation taking place between two boys. One boy was Hispanic, the other was Vietnamese.

The Hispanic child said, "Hello, Hola. Hola means hello. How do you say hello?"

The other boy responded, "Bon Jo." (or something similar) The conversation continued with discussion of a word in Vietnamese, that meant "Hola Bruja" (Hello witch

in Spanish). The conversation ended there, but was noteworthy that the students had a common language, English, that they used in order to talk about their other languages, and to teach each other words in their native languages.

Later the teacher wanted to see what the students had written on their cards. One boy had written something in his own language, Urdu. The teacher asked him to read it to her. He was confused, and didn't want to, and said, "You can't understand that language, teacher." The teacher insisted, but he still refused. So the teacher left him alone. I thought it was noteworthy, that the student did feel comfortable to use his native language to write in the card, but that he knew that the teacher did not understand that language. To him it made no sense to read the card to her when she wouldn't understand it; for him, language was for communication.

One of the results in these pull-out programs is that the students who learn to read in English, and do not know how to read in their native language, seem to struggle for years in their reading. At Adelphi Elementary School, most of the students in the ESL classes were behind in their reading skills. The majority of the students in the ESL groups were Hispanic. The teacher was not fluent in Spanish, but did use some Spanish words or phrases occasionally. Most of the time she only spoke English. All of the work was done only in English. One particular student had recently come from Columbia, but had been in school there, and had some literacy skills in Spanish. She was already doing very well, and the teacher said that she would probably pass up the others very soon. Having instruction in her native language was very helpful to her in learning English reading and writing skills. I asked the teacher if the school had any program for the others to learn to

read or write in their native language. She said that they didn't have that kind of program. I asked her if she thought it would be helpful. She said that the majority of the students were born here and did speak English to varying degrees, as well as Spanish. She wasn't sure that it would be too helpful, since the students were not up to the average level in either language. Their Spanish vocabulary and prereading skills were behind, and Spanish reading might not be helpful to them. She said that many students had been born in the US, and had limited skills in both Spanish and English. Also she said that there was not much literacy in the home, and that the students were lacking the pre-reading skills.

At Oakview Elementary School the situation was very similar, the students were continually struggling in their reading skills, except for the students who came after learning to read in their native language, who would catch on quickly and soon pass the others in their reading skills. I asked the teacher about her opinion about native language use in teaching reading to the students. She was not very supportive of the idea. She thought that some of her Hispanic students were not strong in either language, and that a large part of the problem in her opinion had to do with lack of literacy and support in the home, and a result in lack of motivation to learn in the students. She mentioned that several Hispanic girls had been absent one day to protest a new school policy, and that in her opinion it showed a low respect for the schools. She felt that their academic problems had so many other factors, that she didn't see the need to teach them to read in their native language.

Since the students reading, writing, and speaking skills were not yet up to the level of their classmates, they were behind in their other academic subjects as well. At Cooper

Middle School, the Sheltered English Science class had activities that were on a fourth to sixth grade level even though the students were in seventh and eighth grades. The students had not gotten comprehensible science instruction in previous grades, and they were not up to grade level. In the other schools, beyond first and second grades, students seemed to prefer to linger in the ESL classes, where they were able to understand and complete the work. The teachers often supplied extra work for them to take to their classes so that they would have something to do while in the regular class. These were signs that they were not understanding large portions of the work in the regular class, and were falling farther behind in their academics.

The Washington DC area school districts had adopted an Inclusion Policy which was implemented according to the principal's discretion at each school. The basic policy meant that ESL students were to be part of the regular class, and participate in the regular activities to ensure that they were getting the same quality of education as the others. One application of that policy was that the ESL teacher would go assist students in the regular classroom instead of doing the pull-out model.

The ESL teacher at Adelphi Elementary School had started to go into the regular class, but since her room was next door, she had begun to take a couple students out since it was distracting to assist students while other things were happening in the class, and the ESL student had needs that were not being met in the regular class, that could be better met individually.

At Greenbelt Center Elementary, the ESL teacher had a pull-out group of first graders that was a combination of ESL students, and some regular students. Instead of

including the ESL students in the regular class, some of the regular students were also pulled out and served by the ESL teacher. That was this school's way of fulfilling the requirement that they had some type of "inclusion", without changing their pull-out model of serving ESL students. It appeared to be little more than fulfilling the requirement, and did not seem to improve the students' learning. Rather it seemed to divide the ESL teacher's attention even more, and the ESL students were getting even less help.

The ESL program coordinator at Bailey's Elementary School, had scheduled me to observe inclusion in a fifth or sixth grade classroom, where the ESL teacher would come and assist students in the regular class. The teacher was confused when I said I had come to observe inclusion, because the ESL teacher no longer came to her room; her three students went to the ESL teacher's room. This was an example of what is called "inclusion", but in reality, isn't being implemented as originally planned. It seems difficult for ESL teachers to be "assistants" in a classroom, and many teachers prefer to have the ESL students out of the class, so they tend to modify the original idea of inclusion to suit their situation. Most of the teachers did not seem to disagree with the idea of "inclusion" itself, but disagreed with the actual implementation, and therefore did not strongly support it. The attitude was that they were meeting a requirement by calling a creative method "inclusion".

Also at Bailey's Elementary School, I visited a first grade class which seemed to be successfully implementing a form of inclusion. The students in the room were from several ethnic backgrounds, and they were all silently reading, except one student who was reading with the teacher. Each child had a plastic basket filled with books. As I went to

each child, they explained that those were the books that they had learned to read. I could see that they were at different reading levels, but all were able to participate in the reading program in this classroom. All of the students could communicate in English. I went to a couple Hispanic children and saw that they could read their books to me, though theirs were simpler than many of the other children. One boy was excited because the teacher had made him a book by writing simple sentences about Power Rangers, and putting a sticker on each page. This particular teacher had organized a reading program around the idea of "inclusion" in which all the students really could be included.

The most positive aspect of the ESL/Bilingual programs in these schools in the Washington DC area was that the students were getting a lot of exposure to English. Though they had only short periods of English instruction, they were constantly surrounded by the English language. The students were also made to feel part of the regular classroom. Another advantage was that the students had opportunities to interact with English speaking peers. In the pull-out classes, the students were highly motivated.

The negative side of the pull-out models was that the students were falling behind academically. While they were indeed learning English, they were not learning it fast enough to understand what was happening in the regular classes. Their reading skills were not progressing fast enough for them to catch up to the level of the other students. They were behind in other academic areas. A lot of their time was wasted since they could not understand what was happening in their classes. Often the classes were located in a small room or corner, a long distance from the regular classes. The inclusion policies were not creating enough changes in most classroom environments for the students to really be

included. Though the students were motivated in the ESL classes, they did not seem to be motivated to go back to their regular classes, especially upper elementary students.

While the schools in Washington state gave students academic support in their native language, and did not motivate students to learn English quickly, and the schools in the Greater Washington DC area that had pull-out programs motivated students to learn English, but left them further behind in their academic work, Oyster Bilingual School created an environment that supported both the academics and the language learning aspects of education.

Oyster Bilingual School

At Oyster Bilingual school, the whole structure was completely different from the previous ESL/Bilingual school systems. The whole philosophy revolved around the use of both languages, and also both cultures. The native languages were used constantly for teaching reading and writing, and also for instruction in the content areas. Not only was the native language used to assist students understanding of concepts, and for early reading and writing, but it was actually a goal of the school to have everyone competent and literate in both languages. This was illustrated by the fact that Asian students would have to have both ESL and SSL (Spanish as a second language) instruction in order to be able to function in the school. The results were that the students in this school were doing much better on their achievement exams, than other schools that did not have minority students.

All the classes had two certified teachers, one that was Native Spanish speaking, and the other that was Native English speaking (although a teacher may also speak the

other language). The PE teacher was Puerto Rican and spoke both languages. The Art teacher had a Spanish speaking aide, and the Librarian was bilingual so those classes did not have two certified teachers, but did have both languages represented. The students all had language arts in both languages every day. The teachers would divide the students, and the Spanish teacher would teach reading in Spanish, while the English teacher would teach English reading. Then the groups would switch so that everyone had both groups every day. Science, Social Studies, and Math would alternate, generally half the year in one language and half the year in another language.

In a first grade class, I saw how they were able to do language arts in both languages. All the children were seated on the floor in the front of the room listening to a story in English. They were all currently working on language arts in English with the native English speaking teacher. After the English portion, they would then have a language arts lesson in Spanish with the Spanish speaking teacher. In some classes the lessons happen simultaneously with the children split into two groups, English and Spanish. After the lesson is over they will switch and go to the other teacher for a language arts lesson in the other language. This way all the students get language arts in both languages every day.

Math was also in both languages, but each student would only get math in one language that day. In a first grade class, two groups of students were doing math. One group was counting coins in English with the English speaking teacher. The students appeared to be a mix of racial backgrounds, though perhaps there were a few more Hispanic children. The other group was studying math in Spanish with the Hispanic

teacher. Again the group was a fairly good mix, with perhaps a few more Caucasian children in this group. As I listened to the children in the Spanish group, it surprised me to hear the Caucasian children automatically speak native sounding Spanish phrases. The teacher spoke only in Spanish, but sometimes the children would clarify in English, though more frequently they would speak Spanish. It was clear that both languages were acceptable. In this class, the students would stay in the same math group, and then halfway through the year they would switch to have math with the teacher who spoke the other language. In a second grade class, the students would alternate math groups every other day. The teachers in that class had found that the students stayed more proficient in understanding math in both languages when they alternated the language that was spoken for math more frequently. Before, when they had waited until halfway through the year to alternate, it was more difficult for the students to get used to their new math group in the other language. Alternating every other day kept the students accustomed to both languages.

For Science and Social Studies, in a third grade classroom, there were two groups happening simultaneously, similar to the math groups. One teacher was teaching either Science or Social Studies in Spanish, and they were playing a game. The other teacher had the other group, and they were speaking English. All the students actively participated in one of the two groups. Each teacher gave a lot of instruction, and involved the students; there was no sign of "busywork" or independent seatwork. There were about 13 students in each group, for a total of about 26 students in the classroom.

This room contained several shelves of books, and displayed words along walls in both Spanish and English. Both languages had equal coverage, and neither was dominant.

In a room upstairs in the 4th through 6th grade hallway, a Spanish teacher was busily giving a lesson in Spanish on Bees, and how they make honey. Occasionally the teacher would have the children take turns reading the questions in their Weekly Reader papers, which were in Spanish. I saw a Caucasian girl that looked as if she was saying to herself that she didn't get it. She was not paying as much attention, and I wondered if she understood the Spanish. Then the teacher asked a question, and I was surprised that she raised her hand to answer the question. She answered in English, but the answer followed along with the discussion, indicating that she was understanding everything. The teacher accepted her answer in English and continued to explain in Spanish. The teacher did use some phrases in English, usually after a student had said something in English, or a phrase that is very common in English, more than in Spanish. While that teacher was presenting a lesson, the English teacher took children aside one at a time to read a passage or do a short exercise.

The print around the rooms and in the hallway represented both languages equally. In a first grade classroom the walls were plastered with print in both languages. The Calendar had the days of the week in both Spanish and English. The Social Studies bulletin board was all in Spanish, and the Science bulletin board was all in English. The alphabet above the chalkboard was in Spanish. Out in the hall, a wall displayed students written comments on a poem they had read by Ruben Dario, a Spanish author. Each child had attached a copy of the poem to their own written thoughts about it, and their

application to their own life. In the entrance, there were pamphlets of upcoming events, some were in Spanish, some in English, most were in both languages.

Overall, in all of the classrooms that I visited, I was impressed with the active involvement of students. They all seemed to be doing something constructive geared toward academic learning. I did not see students wasting time, or looking bored. The atmosphere was positive and encouraging. The teachers did not appear stressed or overworked, but did seem to use every minute efficiently to actively engage students in learning. Due to two teachers in each classroom, there was no need to give students "busy work" while a teacher would work with a small group, but rather the students could all be given instruction at the same time, and have more individual attention. The teachers seemed to want to get as much across to the students as possible, but the environment was encouraging, not too demanding.

Mrs. Williams, who had arranged my visit, said that she thought that some of the program benefits were that students were able to learn in both languages similarly to how students learn in one language. She said that the top students do fine, and are top students like anywhere else. The average students are average, and it does not seem to matter from which language background they originate. Then there are also the slower students who constantly struggle with both languages. I mentioned that other teachers in pullout programs doubted the value of native language instruction, and I asked her opinion. She agreed that students born in the U. S. to Spanish speaking parents, may not be strong in either language. These students may not have the prereading skills in either language or the parental support. She said that she thought the native language instruction would be

helpful, but that the students could still have problems due to lack of support at home, and other disadvantages. She said she thought motivation played a big part. Since this is the only bilingual school, parents are waiting to enroll their children. Therefore, when they do get in, the parents appreciate the school, and encourage the children. They know that if their children do not work hard, others are waiting to take their places. Therefore parent support is high, and the students are motivated to learn. Children from families where one parent in a native English speaker, and the other is a native Spanish speaker, come to school strong in both languages.

To show how effective the school has been, Mrs. Williams showed me the test scores that printed in the Washington Post some time back. All 3rd and 6th grade students took the test, and the average scores for each school were listed. The Oyster Bilingual School was the 4th among all Washington DC schools, and many of the other District schools have a high percentage of students from higher socio-economic backgrounds and a low percentage of minority students. Oyster Bilingual School, which has 58% Hispanic, was doing better than schools that had 20% minorities or less. Something is obviously working there. She thought that it was a combination of several factors, like supportive parents, hardworking teachers, a student to teacher ratio of 13 to 1, motivated students, and native language instruction combined with instruction in the second language.

One of the main difficulties in replicating this type of program would be in getting a large enough budget to hire two teachers in each classroom, and have aides and specialists as well. Regarding funding of two teachers per classroom, Mrs. Williams said

that Washington DC legislators realize that this school draws attention and publicity due to its success. Therefore the District is willing to give it extra funds. Though the school would normally receive funding for ESL classes due to the a high minority rate, currently the school is also able to offer SSL (Spanish as a Second Language) for students who don't speak Spanish and come in 3rd grade or higher (a few Asian students may need both ESL and SSL in this school). Even though this school has more support than most schools, there was still a concern that the funding for the ESL, and SSL teachers might be cut back the following year due to budget constraints. The school staff feel the pressure to continue to improve the program in order to keep receiving the necessary funds.

All the teachers are fluent native speakers of their language. The Spanish teachers obviously had native accents, expressions, and fluency, and the English speakers obviously spoke fluently the accepted educated version of American English. They generally spoke their native language the whole time in whatever they were teaching. The students alternated between teachers to get both languages. It was also evident that most of them also had a good understanding of the other language, and allowed the students to ask questions in the other language. I did not see anyone try to demand that a child use a specific language. In a couple cases, the teacher would repeat the child's statement in the other language, or reclarify a comment in the language of the lesson (the teacher's native language), thus keeping both languages separate, but both accepted and valued.

There were a lot of positive aspects of the completely bilingual approach. This type of program gave the non-English speakers a full educational program. The students were able to learn to speak, read, and write in both languages, and were also taught

cognitive academic language through content instruction in both languages. All students had an equal chance at success in this school. The native English speakers were not disadvantaged though they were also required to learn a second language. Both the native English speakers and the native Spanish speakers performed very high on tests that were given in English, in fact the scores for Oyster Bilingual School were higher than the scores for some schools in upper-class, predominantly Caucasian neighborhoods. Non-English speaking students learned English through actual use in an authentic setting, they were able to be successful in all their other academic subjects, and they were around peers who spoke the other language as a native language. Oyster Bilingual School was able to provide support for the academic aspect, and also provide a language learning environment.

The main possible drawback to this program is that it requires greater amounts of funding to provide two teachers in each classroom, plus the other necessary staff--ESL teacher, and an SSL teacher, bilingual PE and music teachers. The costs of having nearly double the staff of other schools would be nearly impossible for most other schools to cover on their yearly budgets. Also there would be a difficulty in finding teachers who were native speakers of the other language, who at least understood and spoke English. In most areas certified teachers who speak two languages are not common enough to have a whole school be bilingual.

Summary

Classrooms like those in Washington state that teach the children in their native language provide strong academic support, and thus academic success for non-English

speakers. Many schools, like those in the Washington DC area, have a wider variety of native language backgrounds, and would not be able to provide native language support. These schools provide ESL pull-out classes for the non-native speakers. While the students do seem to learn English fairly well, they continually get behind in their academics. Oyster Bilingual School serves as an example of a school that is able to provide both language learning, and academic learning for the children in both languages. The success of the school supports the idea of bilingual education, and native language instruction.

Application

Each of these schools studied had applied a program model to their particular school situation. Before applying any program to Davis School in College Place, Washington, program developers must first evaluate the effective aspects of the programs and the reasons for the effectiveness, and second, the feasibility of implementation needs to be evaluated. Then modifications can be made for the specific school, in this case, Davis School, and adaptations developed with recommendations for implementation.

Effective Aspects of Program types

Battle (1993) found that Mexican kindergarten children benefited from native language use, and understood that there was a difference between languages, and knew when to use each language. First grade students in my visitation to Bailey's Elementary School also knew the differences in languages, and were able to use English to communicate, and to teach each other phrases in their own languages. One boy refused to read something he'd written in his own language to his teacher, because he realized that

she would not understand his language. Thus children are not confused by use of both languages when they are used separately (Wong-Fillmore, 1985).

Cummins (1984), Freeman and Freeman (1992), and Paul (1992) recommend that some native language support be used in programs for non-English speakers, and Krashen (1981) stated that the aspects of effective bilingual programs include subject matter instruction in the native language, first language literacy development and comprehensible input in English. All the schools visited showed some appreciation of the native language. Some schools were not able to use the native language in the classes due to a wide variety of languages, and lack of teachers who speak those languages. The schools like Oyster Bilingual School and Blue Ridge Elementary School that were able to implement more native language instruction had students who were able to succeed academically, and who had more motivation in school. Consistently through research, and visitations, the evidence suggests that a native language aspect of a bilingual program strengthens the academic success of the students.

Teachers in all schools described how the degree of parent involvement and support affected the students' academic progress. Teachers in the schools that had pull-out ESL classes, where the students struggled in reading, and in academics, reported frustration with the lack of parent support of their children's education. The classrooms that were entirely Hispanic were actively recruiting parent involvement as suggested by Moll and Greenberg (1990) and Freeman and Freeman (1994). The parents were more supportive when they felt they could understand what was happening since it was in their own language and had been planned with the Migrant workers' schedule in mind, and

these students were doing better academically than those in pull-out situations with less support. At Oyster Bilingual Program the parents had chosen to send their children to this school, and some had even moved to the district in order to be able to send their children there. Most parents were able to speak both languages to some degree, and many were families where one parent was a native Spanish speaker, and the other was a native English speaker, therefore most students had support at home for both languages. The parents encouraged their children to learn, in order to keep their children at that school.

Also I think the degree of the teachers' awareness of the needs of the students, and their support for the students' education made a difference among the schools. In the schools with pull-out models, the attitude was often one of sending the ESL students out for help, and even though they had Inclusion Policies, the students were often not included. The ESL teachers were aware of the students needs, and were extremely supportive of them, but as a whole, school staff did not seem to include the students. In the classroom at Bailey's Elementary School, where "inclusion" was beneficial, the teacher had developed her own individualized reading program, that was not the traditional groups approach. Her own knowledge of new methods led to a better education for the other ethnic groups in her classroom.

At Blue Ridge Elementary School in Washington state, the teachers that worked directly with the ESL students had learned about their needs, and were supported and positive about the students' abilities. Even the PE and music teachers had learned about the needs of the students and had adapted by using gestures, and repeating simple phrases for the students. The PE teacher would want the students to do an exercise, and would

say, "Raise your arm," and then demonstrate by raising her arm. What resulted was as much of a Total Physical Response activity as it was physical exercise for the students. Thus the students were not left to survive, but the system was adapted somewhat to meet their needs.

The teacher support at Oyster Bilingual School was extremely high. First there was a low student to teacher ratio, that is about half of the usual ratio. This results in more individual assistance, and more time on task than in a regular classroom. This alone would add to the success of the students. Then the teachers are aware that if their program is not successful, the funding will not continue to support the school, so they are highly motivated to ensure that the students learn as much as possible. The result was excellent lessons, and lots of teacher instruction. And also, most if not all of the teachers speak the other language to some degree, and have experienced both languages, and may have gone through the experience of learning a second language. Thus they are likely more aware of the specific needs of the non-English speakers. And fourth, the teachers there are constantly working with students who are learning another language, and therefore through experience have been able to learn what works best for language learners. The academic success of these students can in part be attributed to the teachers being aware of their needs, and highly motivated to meet those needs.

Feasibility of Programs

While the completely bilingual approach, with teacher and parent support was the most effective for the students, it is also the least feasible. Davis School, like most schools, would not be able to afford the number of teachers required, nor would there be

enough qualified teachers to fill the positions. A Spanish classroom could be implemented, since it would not require as many bilingual teachers, and the funding could come out of regular education for the teacher's salary. The pull-out type of model is also feasible and has been done in the past. The funding has been cut back to the degree that the program is not even adequate for the students' needs. While this is the easiest to implement, it is currently not effective enough.

Recommendations

First, I suggest that Davis School implement native language instruction in reading for the Hispanic students. This can be done by having all classes at each grade level have language arts at the same time, and group the Hispanic students together to have Spanish language arts with a Spanish speaking teacher.

Second, I suggest some aide help to assist students in the other subjects. Ulanoff (1993) recommends the preview-review method to provide students with a base of knowledge before are presented with the lesson in the other language. An aide would be available to assist students by explaining to them in their native language what was going to be presented and eliciting prior knowledge of the topic, and then after the lesson, the aide could review with the students what they had learned.

Third, I recommend providing math in the native language at least a couple times a week, or more to provide the students with the concepts in their own language. This could be done either by grouping students for math, like they would be for language arts, or by providing an aide that could translate for them.

Fourth, I suggest working more with the parents. Parents can assist in the Spanish language arts class, and go on field trips, even if they are not able to speak English. I recommend establishing a program to send books in Spanish home daily. Parents can be included in planning holiday activities. Also I suggest setting aside a day where the teachers would visit students' homes, and talk with the parents. This would provide a connection with the parents and would provide insights into the parents' talents or hobbies that could be brought to the classroom.

Fifth, I recommend training for the teachers so that they can know how to effectively include the ESL students in the regular classroom activities, and modify lessons to provide English instruction through the content areas. A type of Sheltered English instruction could be used by all the teachers who work with the ESL students in a regular class, but first the teachers need instruction in how to do that.

I would suggest that the students are mainly included in the regular classrooms, but regrouped with a Spanish speaking teacher or aide for different parts of the day. For the first year, I recommend starting with native language instruction in language arts. Kindergartners should start receiving some pre-reading skills in Spanish--instead of learning the English alphabet, they should learn the Spanish one so that they would be preparing for language arts in Spanish. Then I suggest expanding the native language instruction the following year to add some math support in the native language. If funds don't allow for an aide, then I would suggest experimenting with grouping for math instruction as well as language arts so that Spanish speakers could be with a Spanish speaking teacher for math as well. The foundations in reading and math are so critical at

the early elementary grades, that the students need to be successful especially in those areas from the start in order to have successful in school.

Starting the first year, and increasing as teachers are better trained, teachers should begin implementing ideas in their classrooms to help the ESL students. Center activities can be made in both English and Spanish and students of both languages can be grouped together. Teachers can start using Sheltered English techniques in their lessons right away, and use more visual aids for added comprehension. Even something as simple as believing in the students' abilities to succeed will make a difference, and can begin immediately, without changing anything but an attitude.

Another consideration I would suggest is providing adult English language classes. This would provide more education for the parents, and increase literacy. Also it would create more of a positive outlook on the part of the parents toward the schools, which would increase their motivation to support the schools.

As the population of Hispanics increases in the Walla Walla area, the schools will need to continue to revise the educational system to meet the needs of the Hispanic students. By providing native language instruction in the language arts, and developing plans to continue to increase native language support, training teachers to adapt their classroom programs to meet the needs of ESL students, and working with parents and community members, Davis School will be establishing a new model for working with the ESL students. This model will provide for their academic needs, give them exposure to English speaking peers by not segregating them, and increase their potential for success in school, and will be feasible to implement in this school situation.

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